MS. CHI ENGLISH

Name: _____ **Date:** …./…./2022

Class: GE8 **Tel:** 038 255 2594

GLOBAL ENGLISH 8: UNIT 7 – HOUSEHOLD ROUTINES

GRAMMAR

A. GRAMMAR

I. Cụm động từ (Phrasal verbs)

- **Cụm động từ** là những từ được tạo nên **bởi động từ** và **tiểu từ**. Tiểu từ này có thể là giới từ hoặc trạng từ hoặc cả hai. Nghĩa cụm động từ được tạo nên khác với nghĩa gốc của động từ đó.

  verb + **preposition** (Ex: come across, look after, etc.)

  verb + **adverb** (Ex: look up, get away, etc.)

  verb + **adverb** + **preposition** (Ex: break up with, run out of, etc.)

- Tùy vào từng cụm động từ mà dùng hoặc không dùng tân ngữ theo sau.

  Ex: My sister **takes up** golf.

  I **went out** last night.

- Có 2 loại cụm động từ: cụm động từ có thể tách rời và cụm động từ không thể tách rời.

  + *Cụm động từ có thể tách rời (separable phrasal verb):* tân ngữ đứng giữa động từ chính và giới từ/ trạng từ của cụm động từ.

  Ex: Kate **lets** me **down**.

  + *Cụm động từ không thể tách rời (non-separable phrasal verb):* tân ngữ đứng sau giới từ/ trạng từ của cụm động từ.

  Ex: Those people are **looking at** me.

- Tuy nhiên, có vài cụm động từ có thể dùng cả 2 hình thức trên.

  + *Nếu danh từ/ cụm danh từ làm tân ngữ, thì có thể được đặt ở cả hai vị trí.*

  Ex: I **looked** the number **up** in the phone book.

  I **looked up** the number in the phone book.

  + *Nếu đại từ (me, you, him, her, them, us, it) làm tân ngữ, thì chỉ có thể đứng giữa động từ và giới từ*

  Ex: I **looked** it **up** in the phone book.

MỘT SỐ CỤM ĐỘNG TỪ			
break down	(máy móc) hư hỏng	**deal with**	giải quyết
be into	thích/ say mê	**go out**	đi ra ngoài
break out	bùng phát/ trốn thoát	**go off**	nổ/ (chuông) reo/ (thức ăn) ôi thiu/ diễn ra
bring up	nuôi dưỡng	**look into**	điều tra, xem xét
call off	hủy bỏ	**look for**	tìm kiếm
come round	tỉnh lại/ thay đổi (ý kiến, quan điểm)	**put off**	trì hoãn
come across	tình cờ thấy, bắt gặp	**stay in**	không ra ngoài
come down with	ốm, ngã bệnh/ góp tiền	**turn off**	tắt (máy móc)

LIVEWORKSHEETS

II. Comparisons (So sánh)

- Để nhấn mạnh trong cấu trúc so sánh, chúng ta có thể sử dụng những cụm sau:

"much, far … than, a lot less … than, nowhere near as …. as"

Ex: You're far tidier than me.

I'm a lot less helpful than you.

- Để nhấn mạnh cấu trúc so sánh giữa những thứ tương đồng, chúng ta có thể dùng:

"just as …. as"

Ex: You're just as untidy as me!

B. HOMEWORK

I. Match the phrasal verb with its definition.

~~*0. be into*~~	A. to solve a problem, perform a task, etc.	***0*** *- F*
1. look into	B. to spend time relaxing	**1 -**
2. call off	C. to examine something	**2 -**
3. chill out	D. to be fired; to explode	**3 -**
4. deal with	E. to cancel something	**4 -**
5. go off	~~*F. to be interested in something in an active way*~~	**5 -**

II. Choose the correct answer by circling A, B, C or D.

0. I still can't believe it! My bike _____ last night.

A. stole (***B.***)***was stolen*** *C. stolen* *D. was stealing*

1. It seems that the fire _____ in the kitchen.

A. broke out B. broke down C. brought up D. called off

2. We _____ some old photos while we were clearing out the desk.

A. went out B. came across C. put off D. went off

3. Could you _____ my cat while I'm on holiday?

A. look into B. look for C. look after D. look up

4. Due to the heavy rain, we_____ the soccer game_____.

A. called…for B. stayed…in C. taken…up D. called…off

5. I think they are _____ their lost key now.

A. staying in B. looking for C. filling in D. calling off

III. Rewrite the sentences with the given words in brackets.

0. Kate doesn't often go out on the weekend.

→ *Kate* ***often stays in*** *on the weekend.* ***(stays)***

1. He hasn't caught a cold for ages.

→ He last _____ ages ago. **(came)**

2. Today's football match is postponed and will be held next Friday.

→ Today's football match has _____ next Friday. **(put)**

LIVEWORKSHEETS

3. Alice was well raised by her grandparents in Florida.

→ Alice was _____ by her grandparents in Florida. **(brought)**

4. I met Rosie by chance while I was walking on the street.

→ I _____ while I was walking on the street. **(across)**

5. The telephone system stopped working a long time ago.

→ The telephone system has _____ for a long time. **(broken)**

IV. Fill in the blanks with the given words in the box.

~~out~~	round	up	for	down	in

1. *If you keep playing badly, you'll be chucked __**out**__ of my team.*
2. Fiona is looking _____ the cat that she has lost since last month.
3. The woman who suddenly fainted in front of me has come _____.
4. I don't think staying _____ all the time is good for your health.
5. She tries her best to become successful. She'll never give _____ easily.
6. The washing machine has broken _____ for a long time. It needs being fixed now.

V. Use the following phrases and adjectives to compare John's room and Lily's room.

far …. than	***tidy***
a lot less …. than	***interesting***
nowhere near as … as	***large***
just as … as	***beautiful***

1, ……

2, ……

3, ……

4, ……

LIVEWORKSHEETS

FCE first 3 – TEST 1– Listening – Part 3 – Con lấy link nghe ở đây:

C. FCE Practice

https://drive.google.com/file/d/1ICt9VZuSbDAW-vXyx27r_woLvO5n-t36/view?usp=sharing

You will hear five short extracts in which people talk about a problem they had in their first few weeks in a new job. For questions **19–23**, choose what problem (**A–H**) each speaker says they had. Use the letters only once. There are three extra letters which you do not need to use.

A I made an embarrassing comment.

B I didn't get on with my colleagues.

Speaker 1 | 19

C I took on too much work.

Speaker 2 | 20

D I didn't get enough support.

Speaker 3 | 21

E I found the work too challenging.

Speaker 4 | 22

F I was over-confident.

Speaker 5 | 23

G I wasn't very punctual.

H I was treated unreasonably.

FCE 2016– TEST 8– Reading – Part 7

You are going to read an article about a psychology test carried out on very young children. For questions **43–52**, choose from the sections (**A–D**). The sections may be chosen more than once.

Mark your answers **on the separate answer sheet.**

In which section does the writer mention

how a child's background can affect behaviour?	43
that the results of Mischel's long-term research were surprising?	44
reasons for questioning the results of the original experiment?	45
claims that training young children to resist temptation will have long-term benefits?	46
the proportion of very young children who were able to resist temptation?	47
an everyday example of the need for self-control?	48
that Mischel may have oversimplified the route to success in life?	49
that Mischel's own life experience has influenced his work?	50
strategies employed by participants during the test procedure?	51
two major factors which affect everyone's ability to resist temptation?	52

LIVEWORKSHEETS

The Marshmallow Test

A psychology experiment carried out with a group of pre-school children in California in 1968 led to the development of ideas that are still relevant today.

A

In 1968, Walter Mischel set a challenge for a group of children aged three to five at the nursery school his daughters attended in California. A researcher offered each of them a marshmallow and then left them alone in the room. If they could resist eating the colourful sweet until the researcher returned up to 15 minutes later, they would be given a second sweet. Some children ate the marshmallow straight away, but most would engage in unintentionally comic attempts to resist temptation. They looked all around the room to avoid seeing the sweet, covered their eyes, wiggled around in their seats or sang to themselves. They pulled funny faces, played with their hair, picked up the marshmallow and just pretended to take a bite. They sniffed it, pushed it away from them or covered it up. If two children were doing the experiment together, they engaged in a conversation about how they could work together to reach the goal of doubling their pleasure. About a third of the children, the researchers reported, managed to wait long enough to get the second treat.

B

What Mischel, a clinical psychologist, wanted was to understand how children learned to deal with temptation. Over the following years, the group of children remained friends. When Mischel chatted to his daughters about their former classmates, he began to notice an interesting pattern: the children who had exhibited the most restraint in the 'marshmallow test' were doing better in life than their peers. He decided to investigate further. For more than 40 years, Mischel followed the lives of the nursery students. His findings were extraordinary. It turns out that being able to resist a treat at the age of five is a strong predictor of success in life: you are more likely to perform well at school and develop self-confidence and less likely to become obese, develop addictions or get divorced.

C

Mischel still teaches psychology at Columbia University and has just written *The Marshmallow Test*, a book summing up half a century of research. When Mischel was young, his family was forced to move from a comfortable life in Austria to the US. They settled in Brooklyn, where they opened a bargain shopping store. Business was never good and Mischel believes that moving from 'upper middle class to extreme poverty' shaped his outlook. He is concerned with trying to reduce the impact of deprivation on an individual's life chances. The conclusion he draws from his marshmallow research is positive: some people may be naturally disciplined but the ability to resist temptation is a skill that can also be taught. Teach children self-control early and you can improve their prospects.

D

However, no single characteristic – such as self-control – can explain success or failure. Some critics have pointed out that Mischel's original subjects were themselves children of university professors and graduate students – not exactly a representative sample. Other scientists noted that variations in home environment could account for differences: stable homes and one-child families encourage self-control, whereas in less stable homes and those with many children, if you don't grab a marshmallow now there won't be any left in 15 minutes. Mischel answers these critics by noting that studies in a wide variety of schools found similar results. He acknowledges that the environment shapes our ability to resist temptation and observes that genetics plays a role too. But he still believes that the ability to resist temptation can be learnt and encouraged. I asked Mischel whether self-control comes easily to him. 'Not at all,' he said. 'I have great difficulties in waiting. It's still difficult for me to wait in a queue in the bank.'

LIVEWORKSHEETS

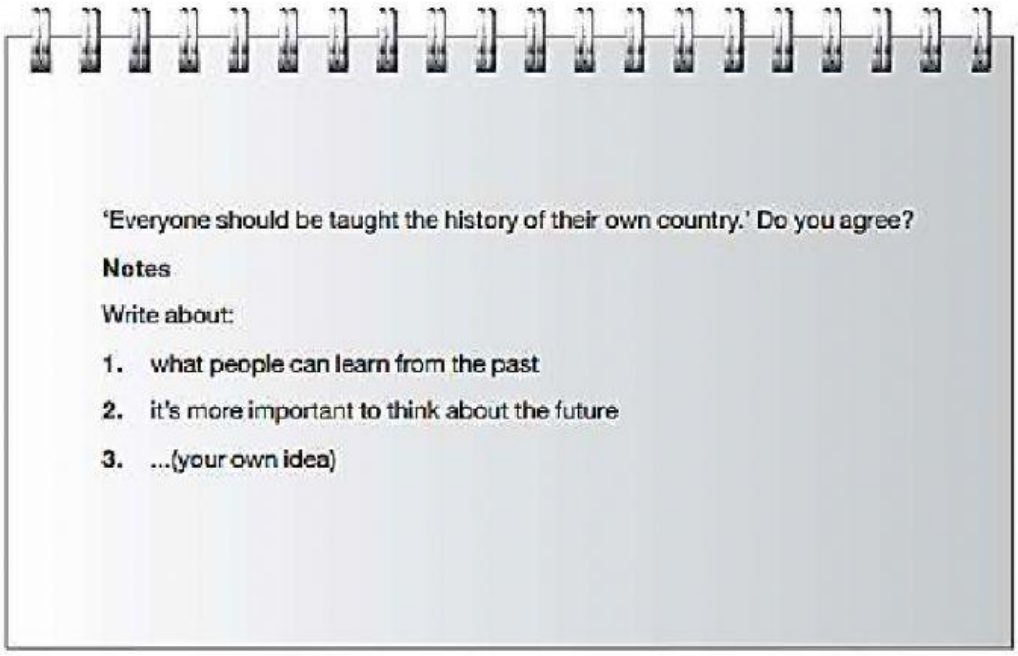
FCE 2016 – Test 8 – Writing - Part 1

You must answer this question. Write your answer in 140–190 words in an appropriate style on the separate answer sheet.

---

1 In your English class you have been talking about learning history at school. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.



'Everyone should be taught the history of their own country.' Do you agree?

Notes

Write about:

1. what people can learn from the past
2. it's more important to think about the future
3. ...(your own idea)

Eng

LIVEWORKSHEETS